

Panther Creek High School

Grading System



GRADES

Purpose

The purpose of grades is to appropriately and consistently measure a student's mastery of defined standards, as well as knowledge and skills learned over a grading period or semester.

Grading practices are not to be punitive in nature.

Grading System

In January 2015, the North Carolina State Board of Education approved a 10-point grading scale to begin with the 2015-16 school year for all students in grades 9, 10, 11, and 12. This scale will be applied for coursework beginning with the 2015-16 school year; grades from prior years will not be altered to fit the new scale.

| | | |
|---|--------|-----|
| A | 90-100 | 4.0 |
| B | 80-89 | 3.0 |
| C | 70-79 | 2.0 |
| D | 60-69 | 1.0 |
| F | <59 | 0.0 |

In high school, grades are awarded corresponding quality points for the calculation of a student's grade point average (GPA). These values and those courses receiving weighted values are noted below:

Quality points for students who entered grade 9th prior to 2015-16:

| Letter Grade | Standard Courses | Honors Courses | AP Courses |
|--------------|------------------|----------------|------------|
| A | 4 | 5 | 6 |
| B | 3 | 4 | 5 |
| C | 2 | 3 | 4 |
| D | 1 | 2 | 3 |
| F | 0 | 0 | 0 |
| FF | 0 | 0 | 0 |

Quality points for students entering 9th grade in 2015-16 and beyond:

| Letter Grade | Standard Courses | Honors Courses | AP Courses |
|--------------|------------------|----------------|------------|
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |
| FF | 0 | 0 | 0 |

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Assessments

All Professional Learning Teams (PLTs) will have common practices for calculating student grades.

All PLTs will utilize common assessments for summative assessments including tests, quizzes and projects.

Major assessment percentages apply school wide across all curricula. Major assessments may include tests, long-term projects, papers, etc. In Advanced Placement classes, major assessments weigh 70% of the quarter grade; in honors classes, major assessments weigh 60% of the quarter grade; in academic classes, major assessments weigh 50% of the quarter grade.

PLT members will analyze results of common assessments to determine students' level of mastery and respond to results by re-teaching and reassessing on a timely basis.

Student engagement is a separate school wide grading category. Student engagement must be directly related to learning outcomes. PLTs will determine student engagement opportunities to be used. No teacher within the PLT shall vary from the agreed upon acceptable student engagement opportunities.

Formative assessments used by teachers include: observations, discussions, questioning and practices.

Each PLT must implement a "no zero" standard in at least one PLT agreed upon aspect of their grading. Under the "no zero" standard, grades will be designated as:

4 = 100 3 = 89 2 = 79 1 = 69 0 = 40

Communication

All teachers will inform students and parents of specific homework requirements as well as the evaluation procedure for each course at the beginning of each semester through documents distributed by teachers in individual classes.

Feedback on assessments will provide guidance on how to work toward mastery and define how grades are determined.

All staff will respond to emails and phone calls within 48 hours.

Assessments will be graded and returned in a timely manner with regular feedback.

PowerSchool is updated weekly.

Interim Reports will be issued to all students at the end of week four of each quarter.

Each teacher maintains a website on Blackboard with curriculum, assessment and assignment information.

Blackboard is updated weekly.

Missed Work

Students are expected to make up missed work. Any assignment or assessment made up within the make-up period is eligible for full credit. If the student has not completed missed work prior to the date by which the teacher has graded and returned the work to the class, the student may be offered an alternative assignment. Major assignments not turned in by the designated due date can be submitted late with a penalty of ten points per day up to a forty points maximum.

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SMART Lunch

Each teacher is available to meet with students during SMART Lunch to assist with make-up work and/or provide extra help. Each student is expected to participate in at least four SMART Lunch sessions per quarter. Two sessions should occur prior to interims and two sessions should occur after interims.

Extra Credit

Extra credit opportunities, if assigned, are to be used to enhance grades and must be connected to learning outcomes. PLTs will determine extra-credit opportunities to be used. No teacher within the PLT shall vary from the agreed upon acceptable “opportunities.” Under no circumstances shall teachers use behaviors (i.e. supplying tissues, attending a school function, etc.) as extra-credit opportunities.

Additionally, students who need assistance to master concepts and skills receive that assistance through re-teaching.

Recovery Plan

At the end of the first nine weeks of a semester, a student who earns a grade lower than 60% will be assigned to an Academic Recovery Plan so that the student has an opportunity to re-learn material and meet course objectives. At the end of the course, the subject teacher will revise the grade to a 60% for the first nine weeks if the student meets the following criteria:

- student completes Academic Recovery Plan
- student maintains an average of at least 65% for second nine weeks of the semester

HOMEWORK

Purpose

The purpose of homework is to extend and enrich class work, and provide opportunities for the development of initiative, creativity, and responsibility.

No student shall be assigned more than 120 total minutes of homework per night, and will count no more than 15% of grade as a common PLT weight.

Teachers assign homework to:

- extend and enrich class work
- meet a real need in the student' learning experience
- provide opportunities for the development of initiative, creativity, and responsibility

When teachers assign homework (practice) they:

- thoroughly introduce the concept/skill and provide guided practice prior to the end of class so that students possess the skills needed to complete the assignment.
- articulate the purpose of the practice and respond to questions and clarify expectations so that students clearly understand the purpose of the assignment
- provide specific and timely feedback

Homework shall:

- only extend and be related to class work
- use only materials readily available to all students